



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Title I Schoolwide Plan Template

Instructions:

- All components of this template must be addressed.
- This example is not all inclusive and is designed to give the LEA a framework to assist in the creation of a SWP that is unique to local needs.
- The state required School Improvement Plan (SIP) alone does not meet this requirement.
- Compliance with schoolwide program requirements:
 - o The schoolwide plan is developed in one year unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the schoolwide program.
 - o The completed schoolwide plan is made available to the LEA, parents, and the public.
 - o The information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
 - o Schoolwide programs are comprehensively developed, reviewed and revised with parents annually. The LEA/school must keep evidence of this (meeting agendas, copies of plans and revisions, sign-in sheets of participation).
 - o LEA must provide guidance about the evaluation of the schoolwide program. The LEA/school must keep evidence of this (documentation of the guidance and copy of the completed evaluation used to measure effectiveness of the SWP). Refer to the [Title I Program Evaluation toolkit](#).

Title I Schoolwide Plan Template

LEA Name: New Albany Floyd County Consolidated
School Corporation

Superintendent : Dr. Brad Snyder



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School Name: Fairmont Elementary	Principal: Susanne Keeler Gahan
School Mailing Address: 1725 Abbie Dell Avenue New Albany, Indiana 47150	
School Telephone: (812) 542-5501	
LEA Title I Program Administrator: Tony Duffy	
LEA Title I Program Administrator Mailing Address: 2813 Grant Line Rd. New Albany, IN 47150	
LEA Title I Program Administrator Email Address: tduffy@nafcs.org	
LEA Title I Program Administrator Telephone: 812-949-4200	
Revision Date: 9-17-2020	Revision Date:
	Revision Date:

Title I Schoolwide Plan Planning Committee Members

Name	Position/Role
Lisa Feeney	Special Education Teacher
Susie Gahan	Principal
Taylor Eiler	Title 1 Administrator, Assistant Principal
Missy Julian	Literacy Coach
Meghan Butner	Parent
Katie Nacrelli	Third Grade Teacher
Jeff Gahan	Community Member

Schoolwide Plan Components

1. Provide a [comprehensive needs assessment](#) of the entire school taking into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.



Response:

Note: Guidance for completing the [Comprehensive Needs Assessment \(CNA\)](#)

1. Establish a Comprehensive Needs Assessment planning team
2. Develop a vision of excellence
3. Create a school profile
4. Identify focus areas
5. Collect additional data on focus areas
6. Analyze data to determine [key findings and root causes](#)

Grade Level	Assessment Instruments List
Kindergarten	<ul style="list-style-type: none">• DRA II• Dictated Sentence Quarter 1 and 2• Data Binder Testing (Letter ID, Letter Sounds, Number ID, Counting, Letter Formation, Sight Words)• Writing Prompt Quarter 3 and 4• WIDA• Cogat
First Grade	<ul style="list-style-type: none">• DRAII• Writing Prompt Quarter 2-4• WIDA• CFAs in Math• Dictated Sentence Quarter 1• Nonsense Word Fluency
Second Grade	<ul style="list-style-type: none">• DRA II• Writing Prompt• WIDA• Cogat and CTBS• CFAs in Math and ELA• Word Study Inventory• Nonsense Word Fluency
Third Grade	<ul style="list-style-type: none">• ISTEP+ /ILEARN Language Arts and Math• IREAD• DRA II• Writing Prompt• WIDA• CFAs in Math and ELA• Jan Richardson's Whole Class Reading Assessment• Word Study Inventory
Fourth Grade	<ul style="list-style-type: none">• ISTEP+/ILEARN Language Arts, Math, and Science• DRA II



- Writing Prompt
- CFAs in Math and ELA
- WIDA
- Jan Richardson's Whole Class Reading Assessment
- Word Study Inventory

District Wide Assessments:

ILEARN

ILEARN assessments measure the academic performance of students in English/Language Arts and Mathematics in grades 3-4. Fourth grade students also take a Science assessment. In addition to individual student data, disaggregated ILEARN student results are used as primary performance indicators for continuous school improvement.

DRA II

The DRA II is individually administered, criterion referenced reading assessments. This helps teachers determine students' independent reading level, identify instructional needs, and monitor students' progress. Reading behaviors assessed include reading engagement, fluency, decoding, and comprehension. The DRA II is given in October, January, and May for every student

Writing Prompt/Performance Task

Grade level writing prompts are given and scored to the ILEARN Performance Task rubrics (grades 3-4) and District Rubrics (grades K-2) each quarter. Areas of assessment include writing development and language in use.

WIDA

The WIDA test is given in January and February to English language learners. This test assesses English language development in reading, writing, listening, and speaking.

COGAT

COGAT is a nonverbal ability test given to Kindergarten and second grade students yearly. It assesses cognitive processes important for differential diagnosis and intervention planning. Tests for COGAT assess students' ability to plan, pay attention to tasks, and to solve problems simultaneously and successively.

Dictated Sentence

The dictated sentence is given at the beginning, middle, and end of the year to kindergarten students. It is given to check for sounds, sound order in words, spacing, letter formation, and punctuation.

Nonsense Word Fluency

The Dibels Nonsense Word Fluency is given in first grade at the beginning, middle, and end of the year and in second grade at the beginning of the year with progress monitoring for students who do not meet benchmark expectations. It is used to check for sound confusions and left to right visual scanning.



Word Study Inventory

The Word Study Inventory is given to 2nd-4th grade students at the beginning, middle, and end of the year. The results guide teachers' instruction for word study during the guided reading lesson.

Common Formative Assessments in Math and ELA

Professional Learning Communities administer common assessments in math and ELA and group students based on particular needs. Results of assessments are used to adapt the teaching to meet the learner's needs. Graphing the assessments and using the terminology help students take control of their own learning.

ISTEP+/ILEARN	Spring 17	Spring 18	Spring 19
PRIMARY INDICATORS	ISTEP+	ISTEP+	ILEARN
Grade3 (ELA)	81%	55%	33%
<input type="checkbox"/> Percent Free/Reduced	78%	58%	17%
<input type="checkbox"/> Percent Black Students	67%	46%	10%
<input type="checkbox"/> Percent Asian Students	***	***	***
<input type="checkbox"/> Percent Hispanic Students	92%	44%	16%
<input type="checkbox"/> Percent White Students	82%	68%	57%
<input type="checkbox"/> Percent LEP	91%	47%	12%
<input type="checkbox"/> Percent Special Education	57%	35%	5%
<input type="checkbox"/> Percent Males	83%	49%	36%
<input type="checkbox"/> Percent Females	79%	62%	30%
Grade 3 Percent Passing ISTEP+ (Math)	72%	57%	48%
<input type="checkbox"/> Percent Free/Reduced	71%	61%	20%
<input type="checkbox"/> Percent Black Students	50%	46%	20%
<input type="checkbox"/> Percent Asian Students	***	***	***
<input type="checkbox"/> Percent Hispanic Students	77%	56%	47%
<input type="checkbox"/> Percent White Students	76%	65%	61%
<input type="checkbox"/> Percent LEP	71%	58%	35%
<input type="checkbox"/> Percent Special Education	46%	54%	14%
<input type="checkbox"/> Percent Males	80%	66%	58%
<input type="checkbox"/> Percent Females	64%	47%	39%
Grade 3 Passing Both Tests (Math & ELA)	77%	45%	32%
Grade 4 Percent Passing ISTEP+/ILEARN (ELA)	65%	64%	45%



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□ Percent Free/Reduced	66%	60%	38%
□ Percent Black Students	***	50%	33%
□ Percent Asian Students	***	***	***
□ Percent Hispanic Students	76%	47%	55%
□ Percent White Students	67%	74%	46%
□ Percent LEP	64%	50%	53%
□ Percent Special Education	41%	46%	23%
□ Percent Males	69%	70%	45%
□ Percent Females	62%	59%	45%
Grade 4 Percent Passing ISTEP+/ILEARN (Math)	70%	65%	53%
□ Percent Free/Reduced	67%	60%	30%
□ Percent Black Students	***	58%	33%
□ Percent Asian Students	***	***	***
□ Percent Hispanic Students	82%	47%	50%
□ Percent White Students	74%	71%	62%
□ Percent LEP	80%	50%	47%
□ Percent Special Education	41%	46%	38%
□ Percent Males	74%	79%	58%
□ Percent Females	65%	54%	48%
Grade 4 Passing Both Tests (Math & ELA)	63%	59%	38%
Grade 4 Percent Passing Science	61%	49%	39%

SECONDARY INDICATORS	Spring 17	Spring 18	Spring 19	
Enrollment	367	340	339	
% Students Free/Reduced Lunch	72.8%	83%	75%	
% Students ESL	24%	22%	25%	
Student/Teacher Ratio	16/1	16/1	16/1	
Certified Staff Attendance Rate	96.8%	96.8%	97%	
Number of Suspensions (Out of School)	40	44	45	25
Number of Suspensions (In School)	50	35	42	3
Number of Expulsions	0	0	0	0
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	0	0	0	0

Analysis of Suspension and Expulsion Data:

During the 2019-20 school year, we had 25 out of school suspensions and 3 in school suspensions. There were 15 students involved in the total of 28 suspensions. The in-school suspensions were due to



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disruptive behavior. The out of school suspensions were due to out of control behavior in the classroom, inappropriate behavior, profanity, property damage and bus infractions. Of the 15 suspended students, 15 were male and 4 were female. For the in-school suspensions, there were 1 boy and 2 girls involved. Out of all of the suspensions, 12 were in special education. 5 students were white, 8 were African American, 1 was multiracial and 1 Hispanic.

We have created and implemented several plans in order to reduce the number of students serving in and out of school suspensions. Teachers are incorporating individual behavior charts and incentives for many students who would normally be sent to the office for off task and disruptive behavior. Our counselor has developed an effective intervention for students who require a more intensive intervention. We use the BOSS Folder for students who require more monitoring with short term behavior goals. This program requires parental support and input. We also have a lunch detention program for students who are not completing work in grade 4. We offer additional time and support for students during lunch time to get extra help and time to complete work. We are working to support all of our students' behavior with the minimum intrusion on class time. We have an on-site student and family support therapist that works every day. She provides therapy for students on her caseload on a weekly basis. All of our teachers are being trained in "Conscious Discipline." *School began NTI instruction in March.

Subgroup: Free/Reduced

	Spring 2016						Spring 2017						Spring 2019					
Grade	ELA		Math		Science		ELA		Math		Science		ELA		Math		Science	
	#	%	#	%									#	%	#	%	#	%
3	46	78	42	71	--	--	38	58	40	61	--	--	16	17	16	17	--	--
4	42	66	43	67	36	56	35	60	35	60	26	45	17	38	17	30	66	39

Subgroup: Black

	Spring 2016						Spring 2017						Spring 2019					
Grade	ELA		Math		Science		ELA		Math		Science		ELA		Math		Science	
	#	%	#	%									#	%	#	%	#	%
3	8	67	6	50	--	--	6	46	6	46	--	--	10	10	6	20	--	--
4	--	--	--	--	--	--	6	50	7	58	2	17	12	33	12	33	12	17

Subgroup: White



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	Spring 2016						Spring 2017						Spring 2019					
Grade	ELA		Math		Science		ELA		Math		Science		ELA		Math		Science	
	#	%	#	%									#	%	#	%	#	%
3	27	82	25	76	--	-	21	68	20	65	--	--	23	57	23	61	--	--
4	31	67	34	74	34	74	23	74	22	71	18	58	26	46	26	62	26	58

Fairmont's scores decreased overall last year. This was the first year students took the new ILEARN test. Our leadership team and all teachers have examined these scores and are determining what accounted for the decrease in scores even as there has been an increased focus on problem solving and knowing math facts.

We will continue to concentrate on how to best meet the needs of all of our students including special education and ELL and support them on these rigorous state exams that are created for them to fail. We will continue to monitor each student to pinpoint any skill gap that may occur. We will continue to offer acceleration time each day, as well as targeted after school tutoring for students who are not passing ILEARN,(if funds are available) and reading on grade level according to DRAII.

Analysis of Additional Data Used to Inform Instruction

DRAII (Reading)

According to the DRAII results from May 2019, 50% were on or above grade level. Of the 50% of students reading below grade level, 43(41%) are ELL and 61 (59%) are special education students.

Common Formative Assessments in Math

Fairmont began Common Formative Assessments in grades 4-5 during the 3rd quarter of 2009-2010. CFAs in grades 2-4 were given in 2010-2011. Each classroom teacher in grades 2-4 administered and graded pretests. The professional learning community teams met to divide the students into groups based on the students' pretest scores. The CFA team met several times during the quarter to discuss what was working and what was not working with their lessons. A team of teachers met in the summer each summer to update the CFAs to current Indiana College and Career Readiness Standards. In Math for grades 2-4, each quarter is split into two cycles that includes a pre & posttest for each cycle. There is a quarter assessment for all standards from the two cycles.

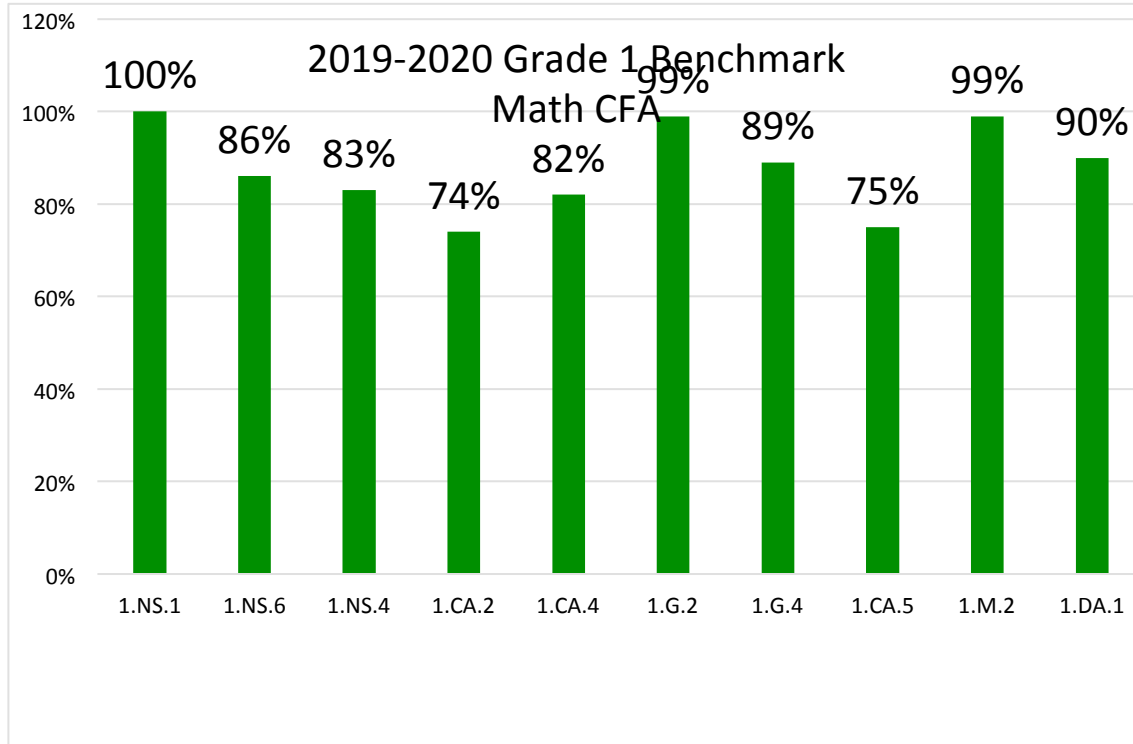


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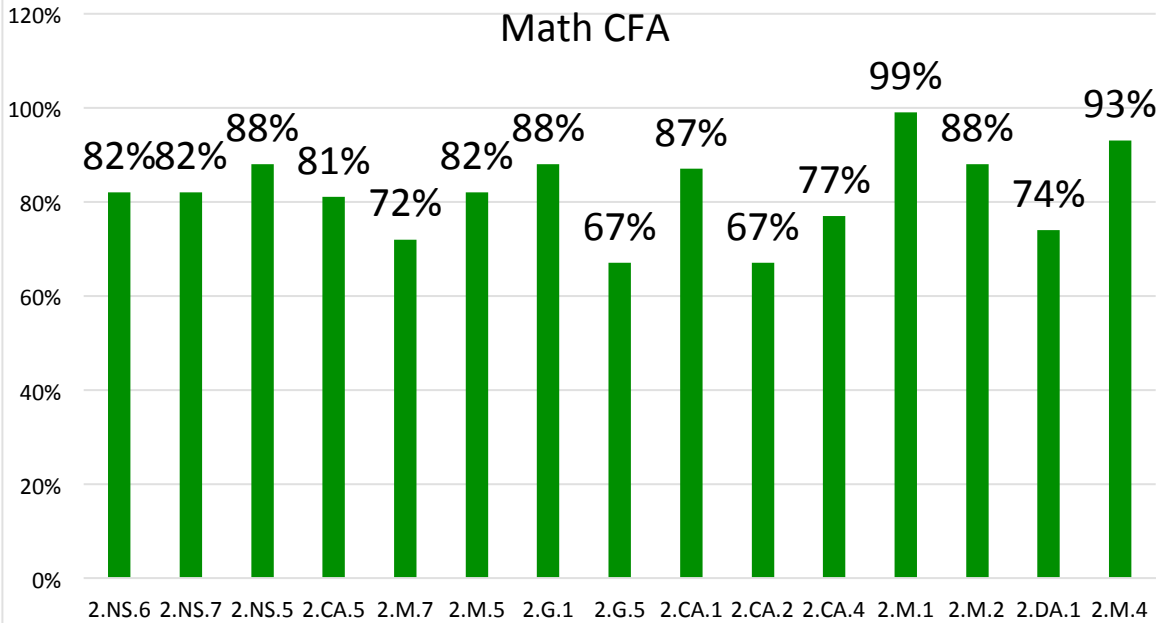
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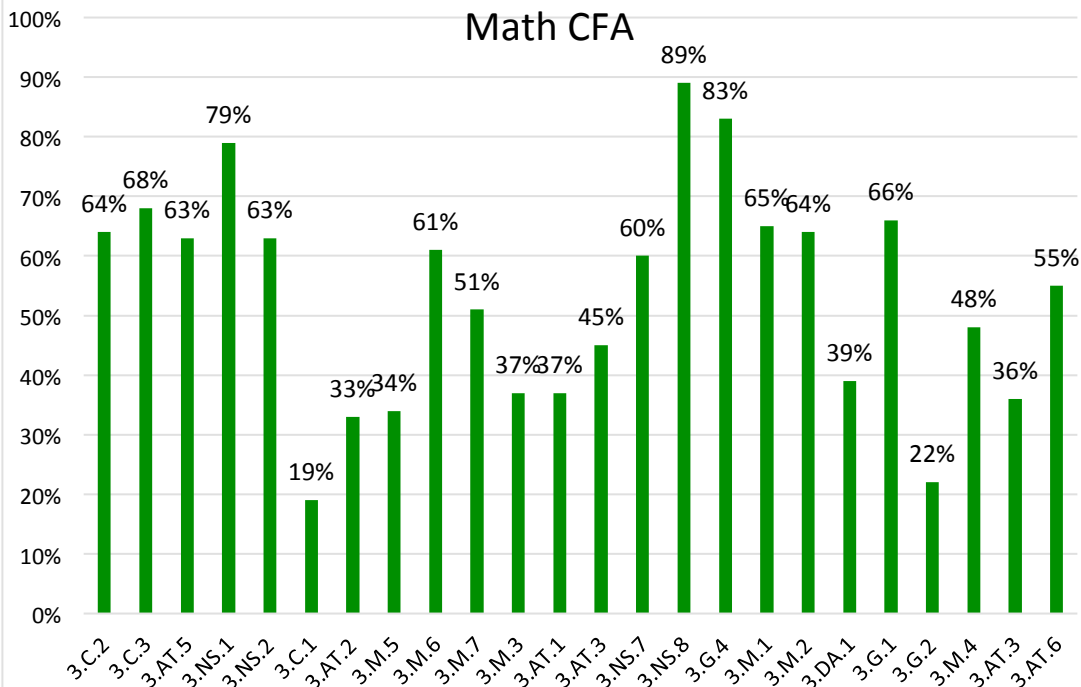
Quarterly CFA Math Results (percent passing)



2019-2020 Grade 2 Benchmark Math CFA



2019-2020 Grade 3 Benchmark Math CFA

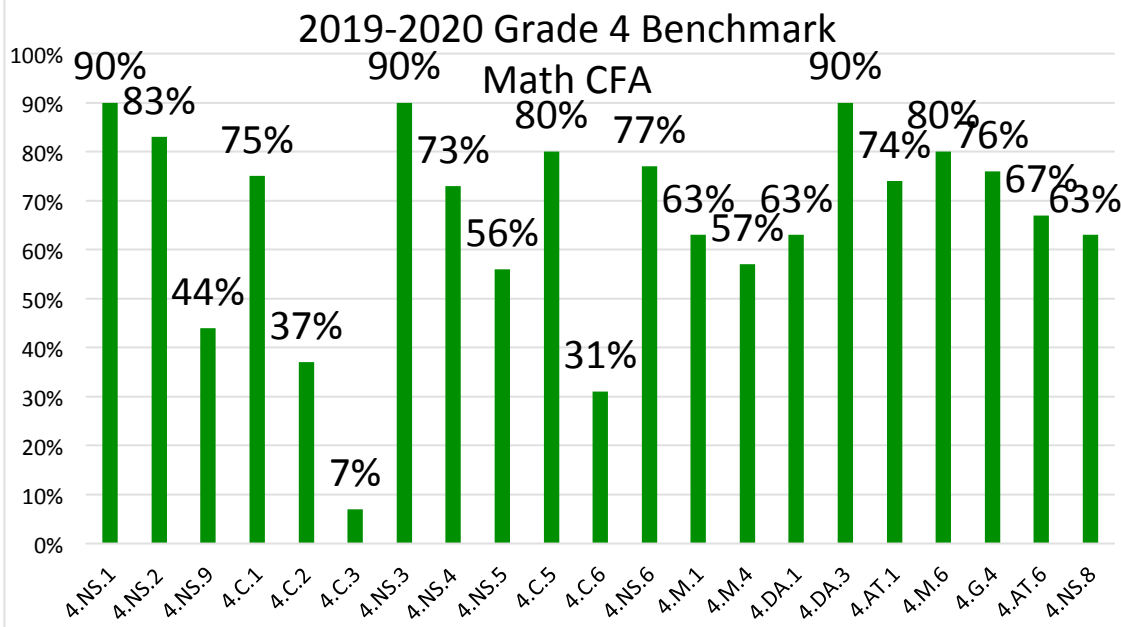




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Upon analysis of 2017 ILEARN data, it was noted that additional professional development and instructional strategies were needed to meet the needs of our special populations in grades 3-4. Data in English/Language Arts reveals the following areas of need (student populations not meeting the AYP target scores of 93.3%).

Grade 3:

Free/Reduced 17%
Black 10%
LEP 20%
Hispanic 16%
White 55%
SE 5%
Males 36%
Females 30%

Grade 4:

Free/Reduced 38%
Hispanic 55%
White 46%
LEP 53%
SE 23%
Males 45%
Females 46%
Black 33%

Data in Math reveals the following areas of need (student subgroups not meeting the AYP target scores of 93.1%).

Grade 3:

LEP 20%
Hispanic 56%
Free/Reduced 61%
SE 54%
Black 46%
White 65%

Grade 4:

Free/Reduced 60%
Hispanic 55%
White 46%
Black 33%
LEP 53%
SE 23%



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Males 66%
Females 47%

Males 58%
Female 48%

Additional target areas for the 2019-20 school year are:

- Continue to improve attendance and tardy arrivals
- Provide professional learning communities among grade levels
- Maximize learning time
- Increase parent involvement

Student Achievement

Strengths: Increased scores in 4th Grade ELA Special Education Population, Increased scores in 4th Grade ELA White Population

Weaknesses: Decreased Scores in All Other Populations

Curriculum & Instruction

Strengths: Literacy Coach

Strengths: Math Teacher Leaders in Primary and Intermediate Grades

Strengths: Two Acceleration Teachers

Strengths: Formative Math and ELA Assessments

Strengths: Daily Math Reviews and Poster Math

Strengths: Acceleration Time built in the school day

Strengths: Anchor Charts for Reading Mini-Lessons

Strengths: District Planning and Pacing Guides

Weaknesses: Instructional time in the school day

Professional Development

Strengths: Literacy Coach, Math Coach, and Math Intervention/Acceleration Teachers

Strengths: Professional Learning Communities

Strengths: Common Plan Time each day

Strengths: Leadership Team

Parental Involvement

Strengths: Parent activity events



Weaknesses: PTO Chairs

School Context & Organization

Strengths: Staff works as a team

Strengths: Good staff morale

Weaknesses: Students treating each other with respect

Based on ILEARN test results, Fairmont staff has identified the following areas of immediate need in ELA: using information from text to support answers, making inferences, vocabulary, writing applications, writing process, language conventions. Areas of need in Math are computation, number sense, problem solving, data analysis and probability.

1. ELA grade 4 Hispanic Students
2. Math grade 4 Hispanic Students
3. Math grade 3 Hispanic Students
4. ELA grade 3 Hispanic Students

Evidence of Revisiting and Recommitment to Action Plan, Goals, and Strategies

Math

Teaching Targets

Pacing/Planning Guides

Sample Student Binders

Grade Level Team Meetings

Questions & Answers

Collective Commitments

English/Language Arts

Teaching Targets

Pacing/Planning Guides

Sample Student Binders

Grade Level team Meetings

Questions & Answers

Collective Commitments

Reviewed mission, vision statements, core focus

Four Essential Questions:

1. What do all students need to know and be able to do?
2. How will we know if they have learned it?
3. How will we respond when some students do not learn?
4. How will we enrich and extend the learning for students who are already proficient?

Three Big Ideas:

- We accept **learning** as the fundamental purpose of our district and therefore are willing to examine all practices in light of their impact on learning
- We are committed working together to achieve our collective purpose. We cultivate a **collaborative culture** through development of high performing teams.
- We assess our effectiveness on the basis of **results** rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

Goal # 1: By Spring, 2021, greater than 93.3% consistently of third-fourth grade students will meet or exceed Indiana Academic Standards in ELA as measured by ILEARN.

Strategies:

- Teachers will continue to implement the 3-block balanced literacy framework.
- Teachers will follow the E/LA pacing guides.
- Teachers will utilize Jan Richardson's methods for teaching reading in the classroom.
- Teachers in grades K-2 will implement the phonics strand of SRA Imagine It! Teachers will collaborate with grade level teams weekly to determine student progress, acceleration groups, and activities.
- Teachers will collaboratively score writing samples using ILEARN rubrics or developmentally appropriate rubrics aligned to ILEARN to determine the focus for instruction.
- Teachers will utilize Whole Class Reading Assessment and DRA2 to determine skill deficits and point of need interventions.
- Teachers of 1-4 will utilize common formative assessments to monitor ongoing progress and determine point of need for interventions.
- Teachers will work with students on the importance of monitoring their own learning and progress through the use of data binders and I Can Statements.
- Staff will provide a daily minimum of 120 minutes of balanced reading instruction in grades K-4 that includes: Direct reading instruction through guided reading, shared reading, independent reading, and read a louds (guided reading must consume at least 60 minutes of direct reading instruction); Word work emphasizing vocabulary, phonemic awareness, word recognition, etc.
- Teachers will base instruction on the Indiana Academic Standards and grade level ELA pacing guide as part of lesson planning, collaborative meetings, and assessments.
- Each grade participates in some type of take home reading program.
- Students benefit by attending the library weekly with a skilled media clerk who matches books to students' ability levels.
- Waterford is available for every kindergarten student and select students in grades 1-2.
- Student Data Binders
- Reading interventions including fluency development lessons and multisensory lessons are available.

- Acceleration groups are conducted 4-5 days per week.
- Resource and Inclusion services for both ELL and Special Education students

Goal # 2: By Spring, 2021, greater than 93.3% consistently of third-fourth grade students will meet or exceed Indiana Academic Standards in Math as measured by ILEARN.

Strategies:

- Teachers will implement the math scope and sequence.
- Teachers will implement the Daily Math Review, Conceptual lessons, Math Facts Mastery, Problem Solving, Mental Math, and Poster Math in grades K-4 as described in Five Easy Steps to a Balanced Math Program and trained by Jan Christianson in the summer of 2013.
- Teachers will utilize the adopted EnVision 2.0 math program as a resource to teach the math standards.
- Teachers will collaborate with grade level teams weekly to determine student progress, acceleration groups, and activities.
- Teachers will utilize common formative assessments to monitor ongoing progress and determine point of need for interventions.
- Teachers will coach students on the importance of monitoring their own learning and progress through the use of data binders.
- Resource and inclusion services for both ELL and Special Education students
- SIOP methods for ELL students
- Student data Binders

The schoolwide planning team will report progress that has been made on the schoolwide plan to staff at monthly staff meetings. Each staff member has signed up for a committee that will develop plans toward meeting each goal. Each committee will also report ideas and findings to staff at monthly staff meetings.

The school/LEA creates a plan based on the results of the comprehensive needs assessment which includes the following components:



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2. Describe schoolwide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will do the following:
 - provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; and
 - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and
 - address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);



Response:

CURRENT REALITY/PROPOSED PLAN

The core curriculum is based on staff understanding and interpretation of the Indiana College and Career Readiness Standards. It reflects the content, skills, assessments, and resources necessary to planning and teaching students to learn. Additionally, the curriculum addresses the learning needs of all students through its emphasis on the use of research based instructional practices.

The Language Arts curriculum provides students with a balanced literacy approach to reading and writing instruction. In addition, it emphasizes the use of reading and writing across the content areas in an attempt to strengthen the school's core academic program. Language Arts teachers meet the individual needs of the school's diverse student learners through the use of guided reading texts, basal texts, read aloud texts, and independent reading material. Our literacy coach works with individual teachers on specific needs they may have.

Teachers model writing and provide writing opportunities for all students on a daily basis. K-4 teachers use Next Steps Forward in Guided Reading and Craft Lessons to improve students' writing along with the Lucy Calkins Units of Study for writing instruction. All skills are linked to the steps in the writing process; prewriting, drafting, responding, revising, editing, and publishing.

The Math curriculum at Fairmont is taught through the use of the corporation adopted Math text, Indiana State and Common Core Standards and resources, and our own math manipulative resource center. We will continue our math resource center as well as look at the amount of time teachers are spending in math instruction.

The following research based strategies have been implemented to increase the amount and quality of learning time and specifically to address the learning needs of low achieving students.

Title 1 Program

Two Acceleration Teachers service grades K-4 by instructing leveled guided reading groups and additional instruction for students below grade level in reading. An interventionist provides instruction for identified at-risk students in grades K-4 through one-on-one pull outs.

Waterford

The Waterford Early Reading Program™ is a comprehensive, research-based curriculum that teaches children how to read and write. It is one of the nation's first research-based, technology-driven reform models in early reading instruction. In 20-minute daily sessions, it teaches letter sounds, blending, word recognition, language conventions, and beginning reading comprehension.

Take Home Reading Program

Grades K-4 participate in a take-home reading challenge to enhance the home school connection as well as reading skills. Each student is expected to read 20 minutes per night.

Multisensory Lessons

Enhancing memory of the written language using visual, auditory, and kinesthetic-tactile pathways simultaneously in an explicit, direct, cumulative, intensive, and focused manner.

Progress monitoring assessments include Whole Class Reading Assessment, DRA II, writing prompts, nonsense word fluency, and formative math assessments will be used to determine if student needs are being addressed and met. Student performance on these assessments will be used to monitor student achievement, inform and adjust instruction to address identified student needs, and to determine appropriate learning opportunities.

Reflection on Strategies Implemented:

We evaluated our strategies from last year and revised them to meet the needs of our diverse student population. The ILEARN Results for 2019 show less positive results; however, we will stay the course. Teachers are actively implementing the action steps.

Fairmont Elementary School has developed one comprehensive school plan to address state and federal accountability requirements. The plan reflects the alignment and consistency of the specific requirements of the above identified school improvement program initiatives. Research based instructional strategies in curriculum and instruction and professional development have been implemented to help insure our school goals are addressed and met. **The content taught is based on the Indiana College and Career Ready Standards. Pacing guides have been developed for Math and E/LA.**

CURRENT REALITY

Fairmont Elementary staff has identified the racial, ethnic, language-minority, exceptional learning and social economic groups that are included in the Fairmont student population. Targeted Groups for the 2020-2021 year are: free/reduced lunch students, minority students, special education students, language minority students, and students who did not pass grade level assessments.

The principal, assistant principal/Title I coordinator, counselor, literacy coach, acceleration teachers, and classroom teachers study the test results of each population. We compare each group's results to the results of the regular school population. We evaluate the programs we have in place for each group to determine if program changes may be needed in order to improve the groups or individual members of each group's results.

EL (English Learners) students receive additional help based on the level of their developmental English language. Each EL student's level is determined by testing on an individual basis by our EL teachers



using the state mandated test. Based on test results, those students whose English development is below Level 5 attend the ELL resource room or receive inclusion services in the mainstream classroom. Adaptations are made by teachers and teacher assistants to help the students in understanding assignments.

Special education students are identified by special testing. Students meeting state and federal guidelines receive additional instructional help. We assist these students through inclusion and a pull-out program of class for additional instruction by a qualified special education teacher. Mainstreamed students also receive help in their regular classroom setting. Special education teachers and regular classroom teachers compare Special Education students' test results to their previous year's results to determine growth. They also compare Special Education students' test results to overall schoolwide test results.

High Ability students are identified using ISTEP and Iowa Test scores, the COGAT Test, and a NA-FC High Ability recommendation form. This year students in grade K will participate in COGAT testing to facilitate identifying students who may qualify for a special program. Students who meet school system requirements have the opportunity to attend classes at another school site that provides instruction for students of similar abilities from other NA-FC elementary schools. Those at Level II are served in their home schools. The progress of these students is evaluated yearly by their home school teachers and staff.

Title I students are identified using Title I guidelines for qualifying students for Title I assistance. Fairmont is a school wide Title I school. Students at each grade level receive additional assistance in reading and math, depending upon their grade level. Their test results are evaluated by the Title I coordinator, principal, and teachers.

Listed below are examples of strategies for increasing educational opportunities and performance of subgroups at Fairmont:

- Literacy groups
- RTI committee
- Full day kindergarten
- Differentiated instruction
- Math and Literacy family nights
- Kindergarten parent days
- EL family nights
- EL job embedded workshops for teachers conducted by ELL coach
- Waterford
- CFAs
- Daily Math Reviews

Fairmont student attendance rate has remained constant the last few years near 96%. For the 2019-20



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school year our attendance rate was 95.2% which is a slight decrease from the year before at 95.8%. The student attendance rate for 2018-19 dipped lower to 93.98%. The principal monitors attendance by posting it on the student newsletter weekly and in the lobby. We strive to maintain a daily average above 95%. We offer special non-dress code days to encourage attendance on selected days. If the parent does not call school to excuse their child's absence, the school attendance clerk calls home. Fairmont also has a part time social worker that addresses attendance concerns. DCS is notified for excessive absences. Our school system has developed a new virtual attendance policy

ADA/ADM Report 2019-20

Male	163
Female	156
Asian	6
Black/African American	56
Hispanic	19
Multiracial	53
Native Haw/Pacific I	2
White	183



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Employability Skills and Social Emotional Learning Elementary School Counselor Curriculum Action Plan

Grade Level	Indiana Program Standard	Curriculum Lessons	Number of Lessons	Project Timeline	Number of Students Impacted	Evaluation Method	Contact Person
K-4	SE:3.1	Meet the Counselor; Asking for Help	1	August	4000	Demonstration of Skill; Teacher Observation	Elementary Counselor
K-4	A:1.1-11, M:1, 2, WE: 3, WE: 4, WE:5, WE: 6, LS:12, 13, 14	Study Skills	1	August	4000	Teacher Feedback; Student Report Cards	Elementary Counselor
K-4	SE:3.1-5	Bullying	1-6	By October 15	4000	Parent Handbook; Bully Pledge, Pre/post Test, Bullying Prevention Action Plan	Elementary Counselor
K-4	SE:1,2,3, WE:7, WE: 8, LS: 10, SE: 16, 18	Social Skills	4-10	Sept-May	4000	Teacher Feedback; Student Report Cards	Elementary Counselor
K-4	SE:3.1-5	Safety	1-5	By December 15	4000	Demonstration of skills, DCS Referrals	Elementary Counselor

115 W. Washington Street ■ South Tower, Suite 600 ■ Indianapolis, Indiana 46204

317.232.6610 ■ www.doe.in.gov



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3. Provide instruction by effective, properly-licensed teachers.		
Staff Name	Assigned Class/Subject	Licensure/Certification
Carrie Ransom	Kindergarten	NTE
Lindsay Smith	Kindergarten	Praxis
Megan Hill	Kindergarten	Praxis
Dee Dee Burke	Grade 1	NTE
Pam Warren	Grade 1	Praxis
Nancy Mires	Grade 1	HOUSSE
Brigitte Emmert	Grade 2	Praxis
Rachel Seitz	Grade 2	Praxis
Stephanie Watson	Grade 2	Praxis
Philip Forkert	Grade 3	Praxis
Keith Whitaker	Grade 3	Praxis
Katie Nacrelli	Grade 3	Praxis
Sarah Davis	Grade 4	Praxis
Bev Anderson	Grade 4	Praxis
Tabitha Resener	Grade 4	Praxis
Emily Knight	Special Education	Praxis
Lisa Feeney	Special Education	HOUSSE
Jeremy Quillo	Special Education	Praxis
Brian Clemons	EL	Praxis
Susan Robbins	EL	NTE/Praxis
Miguel Monroy	EL	Praxis
Missy Julian	Literacy Coach	Praxis
Hannah Thomas	Acceleration Teacher	Praxis
Jean Martin	Acceleration Teacher	Praxis
Sally Barrett	Music	Praxis
Katie Fahy	Guidance	Praxis
Taylor Eiler	Title 1 Administrator	Praxis



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4. Describe plans to provide high-quality, ongoing professional development for teachers, paraprofessionals, and other school personnel.

*Response:*

During the 2020-2021 school year, teachers and paraprofessionals are receiving job embedded training by our literacy coach in the areas of reading and writing. This training takes place twice a month based on specific needs identified during RTI, data team meetings and collaboration. The literacy coach models effective lessons and assists teachers in their literacy areas of need. Teachers have been trained in Next Steps Forward in Guided Reading, Craft Lessons, and DRAII assessment tools, common formative assessment procedures, Daily Math Reviews, Poster Math, Math Facts Mastery, and Smart boards. Teachers meet with their data teams weekly to discuss student progress in math and language arts. New teachers are paired with a veteran teacher who serves as a mentor. Special Education teachers were trained in how to recognize and help students who have dyslexia tendencies. Monthly technology PD and assistance is being provided to teachers during their grade level plan times to build technology skills for virtual teaching.

The literacy coach will continue to work with classroom teachers during the school day on their specific areas of need in literacy. In the summer of 2014 a large percentage of our teachers were able to spend a day training with Jan Richardson (*Next Steps Forward in Guided Reading*). Dr. Carolyn Gwinn also spent a couple of days in September 2017 and 2018 in the district working specifically with our K-4 teachers on Guided Reading. She continues to come back to our district to work with specific teacher populations several days during the school year.

Ongoing professional development will be provided for DRAII, CFAs in Reading and Math, the Whole Class Reading Assessment, and the Word Study Inventory throughout the year to determine how to analyze and utilize assessment results to drive instruction.

Title I parent events will be conducted in the area of math, reading, and writing. Four Kindergarten Parent Days will be conducted throughout the school year to focus on literacy. *If COVID-19 restriction are removed.

Over the course of three years, teachers will implement, review, and revise the school's professional development plan as it relates to Common Formative Assessments, Next Steps Forward in Guided Reading, and Craft Lessons. (Refer to the appendix-SWP Three Year Implementation Profile- for an overview of the plan).

Fairmont has regular "new and fairly new" teacher meetings to provide support for new teachers. Grade level teachers and administrators provide additional support and materials to new teachers at their grade level. We utilize the text "Ready for Anything, Supporting New Teachers for Success." We meet each month to assist new teachers with grading, classroom management, best practices and procedures. All new teachers have an experienced teacher with them during guided reading and math on a daily basis to assist with teaching and planning and modeling lessons. These teachers are our literacy coach, acceleration teacher or a special education teacher



5. Describe strategies to recruit and retain effective, properly-licensed teachers, particularly in high-need subjects. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

Response:

New Albany, Indiana is close to Indiana University Southeast, University of Louisville, and Bellarmine University. Due to the close proximity of these outstanding universities, student teachers and practicum students are frequently assigned to Fairmont. NAFCS also participates in other on-site experiences for future teachers. Providing these partnerships and opportunities makes it convenient and easy to attract high quality teachers, principals, and paraprofessionals to be part of the Fairmont staff. These initiatives are part of our current reality and will continue throughout our proposed plan.

The school corporation posts certified teacher employment opportunities at the administration building and on the corporation website. These postings request that only certified teachers need apply. The principal reviews the Highly Qualified status of each teacher yearly. As a staff, professional goals are determined based on needs identified in the school improvement plan. Individual teacher goals are shaped by interventions suggested by the literacy coach. The literacy coach also provides professional development in the areas of reading and writing. Fairmont has established a partnership with IUS to provide student education majors with field experiences and possible job placement following graduation.

6. Describe strategies to increase parental involvement.



Response:

Due to COVID-19 this plan is currently on hold and meetings are being held virtually when possible.

Parents are invited to the school to participate in a variety of social and educational activities. The social activities include the Fall Festival, Veteran's Day program, Chili Suppers, the Holiday program and school play, Spring Festival, classroom celebrations, and the international parade/festival (a multicultural event).

Educational activities consist of Title 1 family nights, 21st Century family literacy nights, a bullying/building assets informational workshop, and parent days in Kindergarten.

Parents are also encouraged to join our Parent Teacher Organization (PTO). The PTO sponsors several events throughout the year including fundraisers and the school fall and spring festivals. Parents are part of the school culture and are invited to volunteer in the library, for field trips, and other special classroom activities.

Report cards are sent home quarterly. All grade levels send home mid-term reports.

We plan to increase parent involvement for 2020-2021 by advertising our parent events. We currently send home flyers (in English and Spanish), post events on the marquee, and on the weekly newsletter. The idea of parent nights is introduced at our opening PTO meeting. We create a team of parents and teachers who help plan our parent events. We post these notices on our school website and school Facebook page. We also send home reminder notices with events that take place that evening. We will continue to vary our parent professional development opportunities through Title 1 and will supply a meal/snack and student prizes, such as books, writing notebooks, bookmarks, and school supplies.

This year we are implementing a parent survey to evaluate the effectiveness of our parent nights and to gather input for future needs.

Parents are invited to attend Open House at the beginning of the school year. Parents can communicate with classroom teachers via telephone, planner, daily folder notes, Dojo app, email, and/or conferences.

The following documents are given to parents at the beginning of the school year: Title 1 Annual Parent Meeting Agenda, Parent Handbook, Parent Compact, Parent's Right to Know, Parent Involvement Policy. All documents are translated into Spanish by our school translator. Sample copies of these documents are located in the Appendix B of this document. Additionally, parent sign-in sheets serve as documentation for all parent meetings and family nights.



One parent has volunteered to serve as a member of the Schoolwide Leadership Team. Additionally, parents will be encouraged to share their thoughts by contacting the teacher or office with comments or concerns. The weekly school newsletter will serve as a vehicle to inform parents of important issues related to the SWP process. These opportunities are also posted on a bulletin board in the main lobby for parents.

Each September, parents will be invited to attend the annual Title 1 Parent Involvement meeting. An overview of the Title 1 program will be presented and parents are given opportunities to pose questions. This was held virtually this school year due to COVID-19.

One of our school wide goals is focused on literacy initiatives. Our literacy coordinator and Title 1 coordinator will conduct a parent workshop to help parents acquire writing strategies to use with their children. During family nights, we will explain to parents the ILEARN format and rubrics. We have a special meeting for third grade parents to overview IREAD and explain testing format and state consequences. We will offer strategies for improving test scores for those present. We will also have a translator on site to assist our ESL families.

To address an additional concern to improve student achievement in reading, we have two acceleration teachers who work with students who require extra time and support. We currently implement the Book-in-the Bag program, which promotes literacy in the home. Parents are also invited to an evening literacy activity with their children to “Snuggle up with a Good Book” during Read Across America Week.

Our plan also includes a parent meeting following the receipt state test results. The principal and staff members will explain results and scores and provide time for parent questions. Presentations will be made in a language parents will understand.

A variety of methods have been put in place at Fairmont and district levels to assist parents in their understanding of their child’s academic performance. Written documents and oral presentations will reflect a minimum use of jargon. Report cards and other student reports are translated into Spanish for our EL families. Translators are available for language minority parents during all conferences and evening programs.

7. Describe plans for assisting preschool children in the transition from early childhood education programs, such as Head Start, to local elementary school programs.



Response:

Each spring parents in our school are notified of the kindergarten round-up through letters, postings in newspapers, and public service announcements on the radio/ TV. Flyers are also sent to area pre-school programs for distribution to parents. The purpose of the roundup is to welcome parents to the school as they register children eligible for kindergarten. Registration times are convenient for both working and nonworking parents. Tours of Fairmont are offered to parents and new students during this time.

Fairmont Elementary conducts a Kindergarten Orientation Night for incoming kindergarten students and parents. Kindergarten teachers explain expectations and State Standards taught throughout the instructional year. To insure a smooth transition to school, a parent survey is completed during the Orientation Night. This data provides additional information to Fairmont staff related to Fairmont families. A kindergarten ABC packet is also provided to inform parents of issues pertaining to the formal education of five and six year olds.

Students who transfer to Fairmont are assigned a peer buddy to acclimate them to their new environment, which includes a school tour. Parents are given the Parent Handbook and meet with the school principal to answer any questions. All teachers in the NAFC school system utilize the pacing guide. This ensures that students who move from school to school will have minimal gaps in their instruction. Having this guide for teachers to follow will make transitions easier for transfer students within the corporation.

To ensure a seamless transition to middle school, students visit Hazelwood Middle School or Scribner Middle School (EL Magnet) to take a tour of the building and meet the counselor and administrators to discuss questions and expectations of fifth graders. Students and parents are informed of a parent meeting that takes place before the end of the school year. Prior to the beginning of the school year, students are invited to attend the Hazelwood Middle School orientation. Our EL students participate in a similar program at Scribner Middle School. WIDA ACCESS scores are used to determine placement in their middle school classes.

8. Describe opportunities and expectations to include teachers in decision making regarding the use of data from academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response:

The Indiana education accountability system recognizes and demands that continuous improvement of student achievement be the primary purpose for education in Indiana's schools. To support such improvement, Fairmont's Leadership Team will meet to review and monitor implementation of the previous year's School wide Plan, establish dates and times for subsequent meetings, and discuss relevant issues in the areas of school improvement.

Meetings are held with certified teachers to review ILEARN Disaggregated and Applied Skills data to identify patterns and trends. Individual student strengths and needs have been identified. Data from Benchmark Assessments in reading, writing and math are also analyzed during weekly grade level meetings, collaboration, and intervention team meetings. Data will assist teachers in decision making efforts related to the five focus areas. Upon completion of the PL221/SWP draft, the School Leadership Team presents it to the staff for consensus. The Leadership Team meets to review and revise the draft for final submission to the district. The plan is then ready for submission to the state and presentation to the entire staff for updated information needed to begin the school year. The information shared at this time relates to the five focus areas:

- To obtain input from staff in making decisions related to the use of academic assessment results leading to the improvement of student achievement.
- To provide information to staff related to needed professional opportunities to improve student instruction.
- To be aware of needed and planned parent and community communication and parent involvement.
- To implement best practice for Fairmont's identified curriculum and instructional strategies.
- To create a positive school climate.

The NAFC Schools administers the DRAII or which students we need to progress monitor monthly with other measures.

The DRA II is an individually administered, criterion referenced reading assessments. This helps teachers determine students' independent reading level, identify instructional needs, and monitor students' progress. Reading behaviors assessed include reading engagement, fluency, and comprehension. The DRA II is given in September, January, and May for every student until they reach benchmark for their grade level.



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Grade level writing prompts are given each quarter and scored to the ILEARN rubrics (grades 3-4) and District Writing Checklist (grades K-2) each quarter. Areas of assessment include writing development and language in use.

9. Describe activities and programs to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

Response:

As mentioned throughout this document, best practice instruction occurs at Fairmont and our overall ISTEP+/ILEARN scores indicate a need for specific effective, timely additional assistance for students not meeting Indiana Academic Standards. This can be seen in the following goals, as well as the identified additional assistance to meet the needs of all students.

English/Language Arts

Goal: The percentages of students meeting the state standard in English/Language Arts will continue to be above the state goal of 93.3%. In 2018, 55% of third grade passed ELA and 64% of fourth grade students passed ELA. These goals include the following subgroups:

Hispanic: The percentage of Hispanic students meeting the state standards in English/Language Arts in grade 3 will increase from 44% to 93.3%.

Hispanic: The percentage of Hispanic students meeting the state standards in English/Language Arts in grade 4 will increase from 47% to 93.3%.

Research based, best practice language arts interventions are presently in place in all grades.

- Full day kindergarten is available for all students.
- Small guided reading groups take place daily in all classrooms.
- Reading is taught for at least 90 minutes per day.
- Writing strategies are taught daily using Benchmark in all classrooms.
- After school tutoring is available for selected students after school.
- Drama is offered after school to students who want to participate. Drama gives students extra practice with reading fluency.
- Waterford for K-2
- An ELA pacing guide is available for teacher use.
- A Math pacing guide is available for teacher use.
- Common Formative Assessments
- Multisensory lessons
- Acceleration 3-5 days a week.
- Student Data Binders

Math

Goal: The percentages of students meeting the state standard in Math will continue to be above the state goal of 93.1%. In 2018, 57% of third grade passed Math; 65% fourth grade passed Math. These goals include the following subgroups:

LEP: The percentage of LEP students meeting the state standard in Math for Grade 3 will increase from 58% to 93.1%.

Hispanic: The percentage of Hispanic students meeting the state standard in Math for Grade 4 will increase from 47% to 93.1%.

- Research based, best practice math interventions are presently in place in all grades.



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- After school tutoring available for selected students after school until 3:30. .
- 5 Easy Steps for Balanced Math
- Daily math reviews are provided to students.
- Common Formative Assessments
- Acceleration 4-5 days per week
- Teachers supplement the EnVision 2.0 math series as needed.
- Student data folders
- Reflex program for math fact mastery

10. Describe the coordination and integration with other Federal, State, and local services, resources, and programs.

Response:

All federal, state, and locally funded programs in place in our school currently function as independent entities. Fairmont receives services through Title 1, Title II (preparing, training, and recruiting highly qualified staff), Title III (language instruction for LEP and immigrant students), and IDEA (Individuals with Disabilities Act) accounts. We decide how funds are used with Title 1 accounts, but the school district departments overall make decisions on how moneys are spent on the other accounts.

Fairmont is aware of the consolidation option and we are choosing not to change accounting procedures at this time.

11. If operating a blended schoolwide program, identify which federal grants will be blended and describe how the schoolwide program as a whole addresses the intent and purposes of each of the Federal education programs whose funds were blended to support it. (Funds available for blending: Title I, II, III, IV, Rural and Low Income Schools, and Immigrant Influx)

Response: The district administration in conjunction with the school leadership team have determined that the school's proposed Title 1 Program budget for the upcoming school year will be sufficient to address the identified student achievement and professional development needs, as well as, activities related to implementing the required SWP components.

Action Plan and Professional Development



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Action Plan Goal

- By Spring 2020 93.3% of students in grades 3-4 will meet or exceed Indiana College and Career Readiness Standards in English/Language Arts as measured by ILEARN.
- By Spring 2021 93.3% of students in grades 3-4 will meet or exceed Indiana College and Career Readiness Standards in English/Language Arts as measured by ILEARN.
- By Spring 2022 93.3% of students in grades 3-4 will meet or exceed Indiana College and Career Readiness Standards in English/Language Arts as measured by ILEARN.

Strategies and Timeline to Reach this Goal

1. Teachers will implement the 3-Block balanced literacy framework.
2. Teachers will follow the E/LA pacing guides.
3. Teachers will begin implementation of the writer's workshop.
4. Teachers in grades K-2 will implement the phonics strand of Benchmark.
5. Teachers will collaborate within grade level teams weekly to review data and analyze student progress in order to inform core instruction and the need(s) for acceleration groups.
6. Teachers will meet each grading period to collaboratively score writing samples using ILEARN rubrics or developmentally appropriate rubrics aligned to ILEARN to determine the focus for instruction.
7. Teachers will utilize Whole Class Reading Assessment (WCRA), Word Study Inventory, and DRA2 to determine skill deficits and point of need for interventions.
8. Teachers of grades 2-4 will utilize common formative assessments to monitor ongoing progress and determine point of need for interventions.
9. Teachers will work with students on the importance of monitoring their own learning and progress through the use of data binders and I CAN statements.



Corresponding Professional Development Activities

1. Individual, grade level, and whole group work with the literacy coach on the implementation of the 3-Block balanced literacy framework, E/LA scope and sequence, etc... Training will be designed on the ongoing needs of the teacher(s) and the students.
2. Individual, grade level, and whole groups work with the literacy coach on the implementation of the writer's workshop. Training will be designed on the ongoing needs of the teacher(s) and the students.
3. Training for teachers new to the district or new to K-2 on Benchmark Reading Series.
4. Training in collaborative scoring of writing samples.
5. Ongoing training in data team meetings, common formative assessments and DRA 2.
6. Teachers will be encouraged to attend the district grade level trainings scheduled throughout the school year.
7. Teachers will be encouraged to observe in each other's classrooms for the purpose of providing collegial support and explicit feedback regarding the implementation of instructional strategies.
8. Teachers will be encouraged to attend training by Jan Richardson, author of "Next Steps Forward in Guided Reading."

Methods of evaluation that will be conducted and analyzed to determine the effectiveness of the strategies and professional development activities.

- Students' reading progress will be monitored using the data from the common formative assessments, DRA 2 and *WCRA*. This will provide valuable information to determine the effectiveness of reading strategies as well as the point of need to determine the focus for instruction.
- Students' writing progress will be monitored using rubrics and the collaborative scoring process. This will provide valuable information to determine the effectiveness of writing strategies as well as the point of need to determine the focus for instruction.
- Progress will heavily be determined by the complete analysis of the grade 3 IREAD data.
- Progress will heavily be determined by the complete analysis of the grade 3 and 4 ILEARN data.
- Individual teacher growth will be monitored and supported using the Performance Management System.
- At the completion of each formal professional development training a feedback form is distributed to teachers to determine the effectiveness of the training from their perspective as well as next steps.

Action Plan and Professional Development





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Action Plan Goal

By Spring 2020 93.3% of students in grades 3-4 will meet or exceed Indiana College and Career Readiness Standards in math as measured by ILEARN.

By Spring 2021 93.3% of students in grades 3-4 will meet or exceed Indiana College and Career Readiness Standards in math as measured by ILEARN.

By Spring 2022 93.3% of students in grades 3-4 will meet or exceed Indiana College and Career Readiness Standards in math as measured by ILEARN.

Strategies and Timeline to Reach this Goal

1. Teachers will follow the math pacing and planning guides.
2. Teachers will implement the Daily Math Review, Mental Math, and Math Fact Mastery as described in Five Easy Steps to a Balanced Math Program and trained by Jan Christinson.
3. Teachers will explicitly teach problem solving strategies as described in Five Easy Steps to a Balanced Math Program and trained by Jan Christinson.
4. Teachers will collaborate within grade level teams weekly to review data and analyze student progress in order to inform core instruction and the need(s) for acceleration groups.
5. Teachers will utilize common formative assessments to monitor ongoing progress and determine point of need for interventions.
6. Teachers will work with students on the importance of monitoring their own learning and progress through the use of data binders and I CAN... statements.

Corresponding Professional Development Activities

1. Grade level team and whole faculty work on the implementation of the Five Easy Steps to a Balanced Math Program.
2. Ongoing training in data team meetings and common formative assessments.



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3. Teachers will be encouraged to attend the district grade level trainings scheduled throughout the school year.
4. Teachers will be encouraged to observe in each other's classrooms for the purpose of providing collegial support and explicit feedback regarding the implementation of instructional strategies.
5. Teachers will be encouraged to ask questions and seek support from their building math teacher leaders.

Methods of evaluation that will be conducted and analyzed to determine the effectiveness of the strategies and professional development activities.

- Students' math progress will be monitored using the data from the common formative assessments. This will provide valuable information to determine the effectiveness of math strategies as well as the point of need to determine the focus for instruction.
- Progress will heavily be determined by the complete analysis of the grade 3 and 4 ILEARN data.
- Individual teacher growth will be monitored and supported using the Performance Management System.
- At the completion of each formal professional development training a feedback form is distributed to teachers to determine the effectiveness of the training from their perspective as well as next steps.

Action Plan and Professional Development

Action Plan Goal

100% of the staff will be trained in "Conscious Discipline," the comprehensive self-regulation program that integrates social-emotional learning and discipline.

Strategies and Timeline to Reach this Goal

1. Counselors will incorporate Conscious Discipline concepts during guidance lessons with grade K-4 students.



2. Teachers will incorporate the “7 Skills of Discipline” into their classrooms once they have completed training and experimented with the ideas. The 7 Skills transform any problem into a life lesson.
3. Teachers will incorporate “School Family” concepts and approaches into their classrooms once they have completed training and experimented with the ideas. This concept includes creating a positive school climate by eliminating reward and punishment in favor of the safety, connection, and problem solving of a school family.
4. Teachers will incorporate the “7 Powers for Conscious Adults” into their classrooms once they have completed training and experimented with the ideas. This involves a perceptual shift that empowers us to see discipline encounters as an opportunity to teach new skills.
5. Teachers will understand the “Brain State Model” once they have completed training. The Brain State model addresses internal state first, using a neurodevelopmental brain model, so adults and children may learn to self-regulate effectively.

Corresponding Professional Development Activities

1. Counselors and administrators will provide training for teachers regarding the “7 Skills of Discipline.” Skills to transform any problem into a life lesson.
2. Counselors and administrators will provide training for teachers regarding the “School Family.” Creating a positive school climate by eliminating reward and punishment in favor of the safety, connection, and problem solving of a school family.
3. Counselors and administrators will provide training for teachers regarding the “7 Powers for Conscious Adults.” Perceptual shift that empowers us to see discipline encounters as an opportunity to teach new skills.
4. Counselors and administrators will provide training for teachers regarding the “Brain State Model.” Addresses internal state first, using a neurodevelopmental brain model, so adults and children may learn to self-regulate effectively.



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Methods of evaluation that will be conducted and analyzed to determine the effectiveness of the strategies and professional development activities.

- Monitor # of discipline referrals
- Monitor bullying incidents
- Track attendance rates

Title I Parent Involvement Documents

- Annual Title I Parent Meeting Agenda
- Parent Involvement Compact
- Parent Involvement Policy for NAFCS
- Parent Involvement Policy for Fairmont
- Complaint Resolution Procedure
- Parents' Right to Know Policy
- Parents' Right to Know Letter

Fairmont's Title I parent Involvement Meeting



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**** Held Virtually this year due to COVID-19****

Information provided to you includes:

- Title 1 Program
- School/Classroom Communication
- Curriculum
- Resource teachers
- Parent Compact
- Parent/ Teacher/ Student Conferences
- PTO
- Parent Survey

Fairmont Elementary School's Compact



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As a Fairmont Staff Member I will:

- Have high expectations for all students.
- Provide a patient, safe, and inviting atmosphere for all children.
- Provide information about student progress.
- Communicate clearly and often with parents.
- Provide students with a high quality curriculum that meets each child's individual needs.
- Assist parents in ways to help their children with learning activities at home.
- Provide learning opportunities for parents.

As a Fairmont Student I will:

- Listen and follow directions.
- Share papers with my parents and return signed papers to my teacher.
- Be honest and respect the rights of others.
- Read at home with my parents.
- Complete assignments.
- Be respectful of staff members, of peers, and of myself.
- Be prepared to learn by having daily supplies ready.

As a Fairmont Parent I will:

- Get my child to school every day, on time, and make sure he/she has the supplies he/she needs throughout the year.
- Monitor my child's progress and let the teacher know right away if I notice any problems.
- Come to parent/teacher conferences.
- Read with my child daily.
- Express high expectations and offer praise and encouragement for achievement.
- Schedule daily homework times and review completed homework.
- Support the school's dress code and discipline policies.